

Implementing The TSTS-Type Cooperative Model to Improve Student Activity and Critical Thinking in Service Procedures Materials for Class XI SMKN 8 Semarang

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ABSTRACT

This research aims to increase the activeness and critical thinking of class This type of research is classroom action research and was carried out over two research cycles. The research design in each cycle uses four steps/stages of classroom action research, namely, (1) planning, (2) implementation, (3) observation, and (4) reflection. The research subjects were students of class XI Social Work at SMK N 8 Semarang. Data collection was carried out through observation sheets to determine student activity, peer assessments to determine students' critical thinking and observing the implementation of the two stay two stray method, as well as evaluation tests to determine the level of student learning outcomes. The implementation of the two stay two stray method is said to be successful in increasing students' activeness and critical thinking, as evidenced by the results of media presentations produced by students in the process of analyzing existing cases or problems. The results of the research show that the implementation of the two stay two stray method in the learning process can increase the activeness and critical thinking of class.

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1. Introduction

Education plays a dynamic and ever-changing role in people's lives. It represents an integrated process and is connected to the evolution of human existence. Education seeks to create people with exceptional traits and skills, which eventually aid in the development of a knowledgeable and respectable national culture. The government continues to raise the standard of education by aligning curricular changes with educational requirements because it understands how important education is. But it is crucial to acknowledge the vital role that schools play in this process. Schools have the duty to establish a supportive and engaging learning environment where students can build and investigate desired concepts as they carry out formal instruction.

According to the specified criteria, the KBM has not gone well if the lecture and exercise method was used earlier. This is because students are less active in asking questions or expressing their ideas, and learning is one-way. Therefore, it is necessary to expand student activities in the twenty-first century because doing so can boost learning results. In addition to inefficient teaching strategies, the traditional educational paradigm, which places a strong emphasis on lectures and lacks engaging and varied learning methodologies, is partly to blame for the reduction in student learning motivation.

As the group discusses the subject or topic at hand, the Two Stay Two Stray cooperative learning paradigm promotes comprehension and active engagement from each member. This is significant because, in the "stay" stage, they will share their views with their peers from other groups, and in the "stray" stage, they will share their ideas with their own group. In the current period, the Two Stay Two Stray (TSTS) learning model is a successful strategy for encouraging active learning. Student participation is emphasized in this model, which makes sure that all students can participate by asking and answering to questions in a cooperative learning environment.

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This TSTS learning model was chosen because it clearly divides group work among group members, allows students to collaborate with peers, and helps students who are overwhelmed and challenging to control during the learning process. Service acts or processes were selected as the study's source material because they are descriptive and deemed appropriate for usage. There is a lot of material on service procedures, and the social work department itself has four occupations: children, the elderly, drugs, and disabilities. As a result, researchers are interested in using an effective model as a basis for students. This will help to improve the basis or foundation for material related to class XI service procedures, which students need to have a basic understanding of. The usage of group discussion materials is ideal for allowing students to share ideas with their fellow group members.

Based on the description above, the application of the TSTS cooperative learning model needs to be studied further. In this study, the researcher intends to find out the extent to which the application of the TSTS cooperative learning model can increase the activeness and critical thinking of students on the subject matter of service procedures. Thus, it is expected that the research results obtained can be useful for students, teachers, schools, and other researchers.

2. Method

This study is an example of classroom action research. One kind of action research that attempts to enhance and address learning issues that arise in the classroom is called classroom action research (PTK). The phases of implementation consist of planning, carrying out, observing, and reflecting. Participant classroom action research is the kind of classroom action study that was selected. As a result, the researcher will closely monitor the entire research procedure. Because they are actively involved in the learning environment, researchers will be more accurate in their observations because they will be following every action or learning process that is being studied. Furthermore, by using this kind of class action research, researchers can gather additional information that was not anticipated during planning, which they can then utilize to guide the next cycle plan.

Researchers will use the Kemmis and Taggart approach of classroom action research when conducting their study. In accordance with this paradigm, classroom action research is separated into four phases within a single cycle: preparation, action, observation, and reflection. The Kemmis and Taggart action research paradigm combines action and observation activities simultaneously, that is, when action is conducted concurrently with observation. This is the reason the researchers choose this model. This is seen as useful and ideal when used in conjunction with the classroom learning process. In addition to conducting research, the instructor also observes pupils' behavior to track any changes. The next course of action is then planned after considering the observation's findings. The action cycle is intended to be completed in a maximum of two cycles, but may be extended if additional research is judged necessary due to unsatisfactory results or failure to meet success markers.

3. Results and Discussions

The phases of the TSTS learning model have been effectively followed in the learning process conducted in this study. This study was conducted over the course of two meetings or cycles. The steps of the TSTS type cooperative learning model were used in each cycle, which was essentially the same as the stages of the learning model used in cycle I. The action of the reflection results of cycle I in cycle II is where the difference is found; specifically, the actions made in cycle II pay attention to the reflection findings where the evaluation of cycle I will be enhanced in cycle II. The TSTS cooperative learning paradigm is projected to boost students' creativity and critical thinking, according to the study's reviewed aspects. As a result of the process, the teacher had to explain the learning steps to the students in order to create an efficient classroom environment. The discussion process did not go well, and the students lacked the courage to express their opinions, ask questions, and respond.

In cycle I, the students were still confused by the model used, and they still did not understand the learning process or the process of working together with their group friends. Teachers assess their cycle I shortcomings during the reflection stage, where they must address all of the issues discovered. Once cycle II has begun, everything has begun to proceed smoothly, and students have been actively discussing the LKPD with their group members. Additionally, students have not been afraid to voice their thoughts and ask questions if they have any questions about any content that they or their friends do not understand. Furthermore, in cycle II, the learning process was more conducive than in cycle I, when students were only beginning to comprehend the learning process that occurred, as other groups had started to pay attention and respond when one of the group representatives was presenting the outcomes of his group discussion. The TSTS learning approach can boost students' critical thinking and creativity, according to the observations that have been made.

Students will do tasks during the learning process that help them comprehend the information the teacher has given them. True activity, in which students learn while working, should be emphasized more in modern education. The primary goals of the learning process include information, skills, and comprehension, as well as other behaviors, which learners are supposed to acquire by working. The phases of the TSTS learning paradigm are followed during the learning process. According to the preceding description, students' creativity and critical thinking skills improved from

the first to the second cycle of the TSTS cooperative learning model. The procedures used in the second cycle are identical to those in the first, however the second cycle focuses on the learning process's flaws or the outcomes of reflection.

4. Conclusions

In conclusion, the research indicate that students may effectively follow the learning process while using the TSTS approach. Students' final products, which take the form of paper presentation media, demonstrate their ability to think critically about current issues and to be creative when creating presentation media.

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